The Ontario Institute for
Studies in Education

# Annual Report of the Board of Governors

# 1983/84

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION has three main functions: to conduct programs of graduate study in education, to undertake research in education, and to assist in the implementation of the findings of educational studies.

The Institute is a college chartered by an Act of the Ontario Legislature in 1965. It is affiliated with the University of Toronto for graduate studies purposes.

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## CONTENTS

The Board of Governors/iv

Letter of Transmittal/v

Report for 1983/84/1

APPENDICES

A. OISE Faculty Publications/7

B. Graduates, by Degree/18

C. Students and Enrolment/19

D. Projects Funded by the Ministry of Education Transfer Grant/20

E. Projects Funded by the Institute/22

F. Projects Funded by External Agencies/23

G. Ontario Ministry of Education Transfer Grant Priorities/26

H. OISE Press Publications/27

I. OISE Conferences, Workshops/29

J. Visiting Professors, Scholars, Educators/32

K. Financial Statements/34

# *The Board of Governors,* 1983/84*

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BERNARD J. SHAPIRO, *B.A., M.A.T., Ed.D.*

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*Membership is from July to June.

## LETTER OF TRANSMITTAL

To the Honourable Bette Stephenson, M.D.
The Minister of Education for the
Province of Ontario

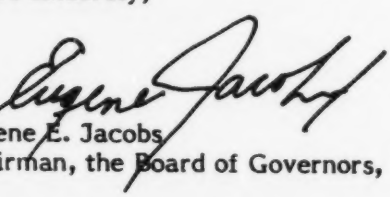
Madame:

On behalf of the Board of Governors, I am pleased to submit our Annual Report for the fiscal year ending April 30, 1984, as required under Secion II of The Ontario Institute for Studies in Education Act, 1965.

The year 1983/84 was distinguished by the number of activities that involved the collation and consolidation of a great deal of information about current programs and formal consideration of the role the Institute presently plays and is likely to play in the future. These activities were only coincidentally linked in time, and while some were generated internally or arose from the relationship between the Institute and the University of Toronto, others were dicated by agencies external to the Institute such as the Ontario Council of Graduate Studies and the Commission on the Future Development of Universities in Ontario. But their collective effect has resulted in the development of institutional insights and of an information base that will serve as valuable resources for future planning. Indeed, the Institute began during this year to develop plans for the short- and long-term future. This kind of activity seems especially appropriate in present economic circumstances.

Appendices to this Annual Report include financial statements for the fiscal year 1983/84, a list of faculty publications, enrolment and graduation figures, current research projects, and lists of OISE Press publications and of conferences sponsored by the Institute.

Yours sincerely,



Eugene E. Jacobs
Chairman, the Board of Governors, 1983/84

Toronto, Ontario, September 1984

# REPORT FOR 1983/84

## Introduction

Several of the major activities of the 1983/84 year represented ongoing developments still underway in 1984/85. These activities were:

- participation in the review by the Ontario Council of Graduate Studies (OCGS) of the Institute's nine doctoral programs;
- the preparation and submission of an OISE brief to the Commission on the Future Development of Universities in Ontario; and
- discussion with the University of Toronto with regard to appropriate ways in which the Institute and the University's Faculty of Education could work together more closely.

The outcome of these activities will be detailed in future Annual Reports, but other developments of significance in 1983/84 included:

- the successful external review of the Centre for Franco-Ontarian Studies;
- the creation of the Faculty Project Fund for the funding of research projects within the operating budget;
- the establishment of a Visitor's Fund to assist in defraying the cost of bringing short-term visitors to OISE to contribute to our graduate studies, research, or field development programs;
- the attainment of a modest fund raising goal in our first year of participation in the Varsity Fund;
- the further development of the OISE Alumni Association;
- the beginning of a special off-campus M.Ed. program in special education;
- adoption of a policy for internal research centres intended to enhance the research capability of the Institute and to clarify the relationship of departments and centres;
- the adoption, on an experimental basis, of a new budget allocation process; and
- the development of new long-range planning mechanisms.

In addition, the Institute's relationship with the University of Toronto continued to mature. A library handbook for students in both the Institute and the Faculty of Education has been jointly published. Ethical review procedures for research involving human subjects are being developed collaboratively, and a joint submission to establish a chair in women's studies has been submitted to the Office of the Secretary of State.

With respect to cooperative activity with other universities, the most novel initiative was the joint establishment, with the Faculty of Education of the University of Western Ontario, of the Educational Leadership Centre in London. Several OISE field centres continue to explore ways of interacting with nearby faculties of education. Sponsored research projects during 1983/84 involved the University of Alberta, Memorial University of Newfoundland and Queen's and Simon Fraser Universities as well as the University of Toronto. Finally, the Institute was host to almost two dozen visiting academics; a complete listing appears in Appendix J.

**Graduate Studies**

Enrolment during 1983/84 totalled 2166 students, with 614 full-time and 1522 part-time students. As is indicated in Appendix C, there continues to be a relatively stable aggregate enrolment pattern among full-time students with a decrease of 4% from the previous year. Not reflected in the Table is that this decrease is, in part, a result of fewer students remaining as full-time students in their post-residency years. Thus the decrease in full-time students is not a function of a decline in new enrolment. Total part-time enrolment declined slightly. However, there was a significant increase (29%) in new part-time M.Ed. enrolment. This was a result in part of the efforts made at the departmental level and by the Graduate Studies Office to improve admissions procedures, review recruitment possibilities, and strengthen recruitment efforts as anticipated in the Annual Report for 1982/83.

Among the activities in the graduate studies area were:

- continuing attention to financial resources for the OISE scholarship program;
- in conjunction with a recruitment survey the development and distribution of Institute-wide and departmental brochures describing OISE programs;
- the development and start-up of an internal computerized record system designed to serve a variety of information needs (e.g., student records, assistantships, scholarships, course lists, theses, etc.)
- continuation of earlier initiatives in distance education with the development of three new courses (in the areas of adult education, curriculum (in French language), and educational administration).

With regard to the off-campus program, 34 courses were offered in 11 different locations. In response to the program there were 388 registrants, a slight increase from 1982/83. The new program in Special Education initiated in Kitchener in 1982/83 continued to be very successful with a strong student response in its second year. The off-campus program continues to receive requests for additional specific courses in existing off-campus locations, as well as for programs in new locations. As an alternative to accommodating a greater number of requests, consideration is being given to offering courses in a resource-based distance education mode. A new experiment will begin in September 1984, when a specific program with specialization in Curriculum will be given by field centre staff in cooperation with the Hastings County Board of Education.

## Field Services and Research

### (a) Research

The largest part of the Institute's research program consists of formal projects. These are funded either from the Ministry of Education's transfer grant, the Institute's own operating budget, or by one or more of a variety of external agencies. 1983/84 projects in each of these categories are listed in Appendices D, E and F. In addition to these listed projects, approximately eighty "small scale" projects, intended primarily to encourage new research approaches and/or to allow an individual to capitalize on a series of related small studies, were funded by OISE; this number represents a substantial increase in the level of funding allocated to the small scale program.

Projects are funded by the Ministry of Education transfer grant only after external assessment and only if they fall into areas jointly identified as priorities by OISE and the Ministry. These priority areas are listed in Appendix G. The spectrum of external sponsorship is very diverse and reflects continuing efforts made by the Sponsored Research Office to increase both the number and scope of agencies supporting the Institute's research and development work.

On occasion, particular external agencies will exert a strong influence on the "shape" of the Institute's overall research program. In 1983/84 this was the case with the Ministry of Education's urgent interest in the potential and utilization of its ICON computer and with the federal government's choice of OISE as the site for a national heritage language resource unit.

Research funds cluster to some extent in the five internal OISE centres -- the Centre for Applied Cognitive Science, the Centre for Franco-Ontarian Studies, the Centre for Women's Studies in Education, the Education Evaluation Centre and the Modern Language Centre. Beyond the general research foci represented by internal centres, there are also clusters of work related only by the topical interest of individual faculty investigators. These presently include: five studies related to international comparisons being carried out by the International Association for the Evaluation of Educational Achievement (IEA) and attempts to make the data from Ontario components of these comparisons directly useful in Ontario; continuing work on the evaluation and implementation of the Ontario Assessment Instrument Pool; studies of the nature of ethnicity; and research concerned with the effect on French language classrooms of the presence of students possessing differential levels of French competence (either as a first or a second language).

A listing of faculty publications for 1983/84 can be found in Appendix A.

### (b) Field Centres

The adoption last year of a new field centre policy has resulted in a relative degree of stability among OISE's nine field centres. During the year, permission was obtained to fill two faculty vacancies so that at year's end, each centre was staffed in accordance with policy.

The most significant innovation, however, was the joint creation by the Institute and the Faculty of Education of the University of Western Ontario of an Educational Leadership Centre, which opened at the end of April on an experimental five-year basis. The centre is housed within the Faculty of Education and is staffed and funded by the two institutions. It brings together the resources of the former OISE Western

Ontario Centre and RECESS, the Faculty of Education's information retrieval service. Dr. Robert Stinson, head of Western Ontario Centre, is head of the new centre. A major purpose of the new agency is to focus on the leadership role of the school principal. Educational leaders in the province will be able, within this centre, to pursue studies of their roles and effectiveness, and also to develop their leadership skills.

Many of the functions of the Educational Leadership Centre are shared by the other field centres. Their common thrust, however, is in the area of curriculum design, implementation and evaluation. Most centres are also involved in off-campus instruction. The majority of faculty conduct research that is either (a) funded through the transfer grant or by external sponsors, or (b) an unfunded field development project in collaboration with local school boards. Many centres have strong inter-centre links and work cooperatively on various projects. The movement towards this type of collaboration, which showed a marked increase in 1982/83, continues to expand.

**(c) Conferences and Special Events**

Meetings organized by the Conference Office brought almost 9,000 external participants to OISE in 1983-84. As in previous years, the largest gatherings were those of the Ontario Modern Language Teachers' Association (OMLTA) and the Education Computing Organization of Ontario (ECOO). The OMLTA Conference offered 1,700 teachers a choice of 62 workshops and 42 publishers' displays. Despite its nominally provincial orientation, the ECOO Conference attracted 1,800 participants from virtually every school board in Canada as well as eighty exhibitors. The program consisted of 12 pre-conference workshops, 320 sessions and over 350 speakers. Smaller events of particular public interest were the Symposium on Media Violence and Pornography held in February, and the First International Congress on Pre- and Peri-Natal Psychology.

A complete list of events sponsored by the Institute and administered by the Conference Office is included in Appendix I.

On October 12, 1983, representatives of the Association of Canadian Publishers, the Canadian Book Publishers' Council, OISE Press, the the R.W.B. Jackson Library gathered to honour the late John Main, Editor in Chief of OISE Press. In memory of Mr. Main, the Association and the Council presented a collection of some 250 books to the R.W.B. Jackson Library.

In November, Clifford M. McIntosh (founding director of Quetico Centre), Shirley McNaughton (executive director of the Blissymbolics Communications Institute) and Edmund B. Nelligan (retiring Director of Metropolitan Toronto Separate School Board) were named Fellows of the Institute. Stephen Lewis was guest speaker at the Fellows Awards ceremony. On January 18, 1984 a reception attended by educators and representatives of ethnic associations marked the establishment of the Heritage Language Resource Unit. The evening was highlighted by the formal presentation of the $250,000 grant in support of the first three years of the unit's operation by the Honourable David M. Collenette, Minister of State for Multiculturalism, to the Institute's Director. The last of the year's special events was the presentation of the Fourth R.W.B. Jackson Lecture by Premier William Davis on April 30.

**The R.W.B. Jackson Library**

Two special projects supplemented ordinary Library activities during 1983-84: (a) the extraordinary acquisitions made possible by a $171,000 grant from the Ontario Ministry of Colleges and Universities, and (b) the cataloguing of the Library's collection of historical Ontario textbooks, for which a grant from the Social Sciences and Humanities Research Council had been received. Both activities resulted in expanded or new application of microcomputing, as did routine Technical Service functions. In consequence, staff recommendations for an improved automated system were developed.

The Library's interest in introducing users to microcomputer software was strengthened by the establishment, in cooperation with the Department of Measurement, Evaluation and Computer Applications, of a ground-floor facility in the Library and display computer hardware and provide access to selected software options. A five-year plan is being drawn up to enhance this function in the future.

The provision of information, resources and service continues to be important and popular. Both the number of materials circulated and the number of external borrowers registered were higher in 1983-84 than in recent years. The proportion of interlibrary loan requests received to loan requests made to other libraries was higher than in any previous year. Active promotion of the RISE contract information service resulted in a doubling of the number of contracts handled in 1982-83.

**OISE Press**

The "new release" list for 1983-84 reflected an emphasis on English-as-a-Second-Language (ESL) materials for both teachers and students although Professor Keeton-Wilson's book A Consumer's Guide to Bill 82 was a strong seller. A very special project this year has been the planning and preparation of The House that Ryerson Built, a collection of contemporary essays and archival illustrations celebrating Ontario's bicentennial. It will be released in the Fall of 1984.

A complete list of 1983-84 OISE Press publications is included in Appendix H.

**APPENDIX A**

**OISE FACULTY PUBLICATIONS**
**1983/84**

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## DEPARTMENT OF ADULT EDUCATION

### Books/Articles/Chapters

Davie, Lynn E. "Community development in the cooperative extension service." Journal of the Community Development Society 14, 2 (1983): 95-106.

Draper, J.A. "Dear Roby: The man and the legacy" (a dedication to J. Roby Kidd). Bulletin (Indian Institute of Education: Pune, India) J.P. Naik Memorial Issue, III (1982).

Draper, J.A. "Interlinking adult education research to current issues." Indian Journal of Adult Education 44, 7 (1983): 6-10.

Draper, J.A. "One step forward: a community project in northern Canada." In Creating knowledge: a monopoly? Participatory Research in Development. Edited by B. Hall, A. Gillette and R. Tandon. New Delhi, India: Society for Participatory Research in Asia, 1982. pp. 175-182.

Draper, J.A. "Post script on research in adult education." Indian Journal of Adult Education 44, 5 (1983): 8-11.

Ellis, D. "Canadian women enter non-traditional professions". Widening Horizons, (International Federation of Business and Professional Women, London, England) 53, 1 (1984): 12.

Ellis, D. "Mom and dad are engineers" and "Engineering studies -- for a girl?". Youth Science News 14, 3 (1984): 16.

Ellis, D. "Women engineers in Canada encouraged to join profession". The Institute (Institute of Electrical and Electronic Engineers, U.S.A.) 7, 10 (1983): 8.

Ellis, D. "Women in engineering" (guest editorial). Ontario Regional Bulletin, Engineering Institute of Canada. (February/March): 1984. 1-2.

Ellis, D. "Women in engineering--forty years ago." Youth Science News 14, 2 (1984): 12.

Farrell, J.P. and Schiefelbein, E. "Education and occupational attainment in Chile: The effects of educational quality, attainment and achievement." American Journal of Education 92, 2 (1984): 125-62.

Herman, R. (Ed.) The design of self-directed learning, Revised Edition. Toronto, Ontario: OISE Press, 1983.

Herman R. Towards a model of adult basic education for school boards. Toronto, Ontario: OISE Press, 1983.

Herman, R. "Intervening in groups: a repertoire and language of group skills for self-directed learning in decision-making groups." Small Group Behaviour 14, (1983): 443-64.

Herman, R. "Planning for learning: A model for creative decision making." In The Instructor's survival kit, second edition. Edited by P.F. Renner. Vancouver, British Columbia: Training Associates Ltd., 1983. pp. 89-95.

Macleod, B. "Economic projections for Canada with some implications for employment and education." In Values, life-long education and an aging population. Edited by D. Ray, A. Harley, M. Bayles and others. London, Ontario: Third Eye Publications Inc., 1983. pp. 40-90.

Rockhill, K. Academic excellence and public service: a history of university extension in California. New Brunswick, New Jersey: Transaction Books, Rutgers-The State University, 1983.

Tough, A.M. "Self-planned learning and major personal change." In Education for adults: Adult learning and education. Edited by Malcolm Tight. London, England: Croom Helm in association with The Open University, 1983. (Chapter 10.)

### Reviews, Reports, Proceedings

Abbey, D.S. Application of dual scaling to adult education research. Toronto, Ontario: Ontario Institute for Studies in Education, June 1984.

Abbey, D.S. Empirical test of neurolinguistic programming (NPL). Toronto, Ontario: Ontario Institute for Studies in Education, June 1984.

Abbey, D.S., Hunt, D.E., Weiser, J. Variations on a theme by Kolb: A model for understanding counselling supervision. Toronto, Ontario: Ontario Institute for Studies in Education, May 1984.

Ellis, D. "Achieving career continuity through continuing education." Proceedings of the Adult Education Research Conference, April 5-7, 1984, Raleigh, North Carolina.

Ellis, D. "The continuing education of a thousand women engineers." Proceedings of the 7th International Conference of Women Engineers and Scientists, Education Session, June 17-24, 1984. Washington, D.C. pp. 149-154.

Ellis, D. "A growing minority -- women engineers." Proceedings of the 98th Congress of the Engineering Institute of Canada. Halifax, Nova Scotia, May 20-25, 1984. pp. 105-120.

Ellis, D. "National Survey of Final Year Engineering Students." Proceedings, Canadian Engineering Manpower Council of the Canadian Council of Professional Engineers, September 1983.

Ellis, D. "Some women's unique solutions to their common problem: The role of continuing education." Proceedings of the Canadian Association for the Study of Adult Education. Toronto, Ontario, June 21-11, 1983.

Farrell, J.P. and Schiefelbein, E. "Education and occupational attainment in Chile: Results from a longitudinal study." Latin America and the Caribbean: Geopolitics, Development and Culture. Proceedings of the October 1983 Conference of the Canadian Association for Latin American and Caribbean Studies. Ottawa: Carleton University: 1983, 69-79.

Farrell, J.P. The National Unified School in Allende's Chile: The role of education in the destruction of a revolution. Final Report to the Social Sciences and Humanities Research Council of Canada. Toronto, Ontario: Ontario Institute for Studies in Education, 1983.

Griffin, V.R. Teaching-learning models. Report to Ministry of Education and Ministry of Colleges and Universities. Toronto, Ontario: July 1983.

Griffin, V.R. Transitions in learning perspectives: Stage 3. Toronto, Ontario: Department of Adult Education, Ontario Institute for Studies in Education, 1983.

Herman, R. Communication permanente: Access to cable TV in Metro Toronto. Toronto, Ontario: Department of Adult Education, Ontario Institute for Studies in Education, 1983.

Herman, R. Compulsory adult education: the role of government in the airline industry." Proceedings of the 1982 meeting of the Canadian Association for the Study of Adult Education. Vancouver, British Columbia: University of British Columbia, 1983.

Herman, R. "Creative Planning and Decision Making." Proceedings of the Canadian Cable Television Association, 1984.

Herman, R. "Student perceptions of three models of self-directed learning in a graduate program of adult education." Proceedings of the 1983 meeting of the Canadian Association for the Study of Adult Education, 1984.

Thomas, A.M. "Inside the law: A commentary on Canadian law professors." Toronto, Ontario: Osgoode Hall Law Journal (York University) (March 1984).

Thomas A.M. Skill development leave in selected industrial societies, 1970-1983. Ottawa, Ontario: Employment and Immigration Canada, 1983.

Thomas, A.M. Skill development leave: Stages to universal access. Ottawa, Ontario: Employment and Immigration Canada, 1983.

Rockhill, K. "Between the wars: Liberalism and the eclipsing of conflict in the framing of adult education." Proceedings of the Adult Education Research Conference. Raleigh, North Carolina, 1984.

Tough, A.M. "Major intentional changes." Proceedings of the 2nd Annual Conference of the Canadian Association for the Study of Adult Education. Toronto, Ontario, 1983, Vol. 1. pp. 86-89.

Abbey, D.S. Introduction to family systems. Toronto, Ontario: Ontario Institute for Studies in Education and Toronto Institute of Human Relations, 1984. Kit consisting of Manual (79 pp.), Diagrams (9 pp.), and Cassette (30 minutes).

Ellis, D. (Editor). Reporting classroom reseach. (Ontario Educational Research Council) 12, 3 (September/October 1983); 12, 4 (November/December 1983); 13, 1 (January/February 1984); 13, 2 (March/April, 1984).

Tough, A.M. "Intentional changes." A 30 minute television program in the series You're Beautiful, CITY-TV, Toronto, Ontario: March 1983.

Tough, A.M. "What's most important of all?" Audiotape from 1984 World Future Society Meeting, Audio Recording Services. Las Vegas, June 1984. (Cassette No. 4-1461).

## DEPARMENT OF APPLIED PSYCHOLOGY

### Books/Articles/Chapters

Bereiter, C. "Story grammar as knowledge." Behavioral and Brain Sciences 6 (1983): 593.

Bereiter, C., & Scardamalia, M. "From conversation to composition: The role of instruction in a developmental process." In Advances in instructional psychology (Vol. 2). Edited by R. Glaser. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1982.

Bereiter, C., & Scardamalia, M. "Levels of inquiry in writing research." In Research on writing: Principles and methods. Edited by P. Mosenthal, L. Tamor, & S.A. Walmsley. New York, New York: Longman Inc., 1983, pp. 3-25.

Bereiter, C., & Scardamalia, M. Schooling and the growth of intentional cognition: Helping children take charge of their own minds. In New trends in education. Edited by Z. Lamm. Tel-Aviv, Israel: Yachdev United Publishing Co., 1983. (In Hebrew.)

Bereiter, C. & Scardamalia, M. "Learning about writing from reading." Written Communication 1, 2 (1984): 163-188.

Scardamalia, M., & Bereiter, C. "Development of strategies in text processing." In Learning and comprehension of texts. Edited by H. Mandl, N. Stein, & T. Trabasso. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1984.

Burtis, P.J., Bereiter, C., Scardamalia, M., & Tetroe, J. "The development of planning in writing." In Explorations in the development of writing. Edited by B. Kroll & C.G. Wells. Chichester, England: John Wiley & Sons, 1983.

Caplan, P.J. "Between women: Lowering the barriers." In Women changing therapy. Edited by J.H. Robbins and R.J. Siegel. Haworth Press, 1983. Also published in Women and therapy 2 (1983): 51-66.

Caplan, P.J. "The myth of women's masochism." American Psychologist 39 (1984): 130-139.

Caplan, P.J. "Do sex differences in spatial abilities exist." Equal Play (Spring/Fall, 1984): 15-16.

Caplan, P.J., Parry, R., Watters, J., Bates, R. & White, G. "Social institutions' intervention in child maltreatment cases: Do we know whether it helps?" Abstracts of Fourth International Congress of Child Abuse and Neglect. Paris, France: September, 1982.

Caplan, P.J. Comment on book review. Canadian Psychology 25 (1984): 76-77.

Case, R. "The process of stage transition: A neo-Piagetian view." In Mechanisms of Cognitive Development. Edited by R. Sternberg. San Francisco: Freeman Press, 1984, pps. 19-44.

Case, R. & Bereiter, C. "From behaviorism to cognitive behaviorism to cognitive development: Steps in the evolution of instructional design." In Instructional Science 13, 2 (1984): 1-12.

Christensen, C.M., & Pass, L.A. A social interactional approach to counselling/psychotherapy. Toronto, Ontario: OISE Press, 1983.

Hunt, D.E., & Gow, J. "How to be your own best theorist II." Theory into Practice 23 (1984): 64-71.

Kinsbourne, M., & Caplan, P.J. "Children's learning and attention problems." Boston, Massachusetts: Little, Brown, 1979. Spanish translation published, 1984.

Olson, D.R. and Bialystok, E. Spatial cognition: The structure and development of the mental representations of spatial relations. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1983.

Olson, D.R. and Hildyard, A. "Writing and literal meaning." In The psychology of written language. Edited by M. Martlew. New York, New York: John Wiley & Sons, 1983, pp. 41-65.

Olson, D.R. and Hildyard, A. "Literacy and the comprehension and expression of literal meaning." In Writing in focus. Edited by F. Coulmas and K. Ehlich. New York, New York: Mouton Publishers, 1983, pp. 291-325.

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Olson, D.R. "'See! Jumping!' Some oral language antecedents of literacy." In Awakening to literacy. Edited by H. Goelman, A. Oberg and F. Smith. London, England: Heinemann Publishing, 1984, pp. 185-192.

Torrance, N. and Olson, D.R. "Oral language competence and the acquisition of literacy." In The development of oral and written language in social contexts. Edited by A.D. Pellegrini and T.D. Yawkey. Norwood, New Jersey: Ablex Publishing Corporation, 1984, pp. 167-181.

Olson, D.R. "Perspectives: Children's language and language teaching." Language Arts 60, 2 (1983): 226-283.

Olson, D.R. "The role of the arts in cognition." In "Art and Mind" special issue Art Education 36, 1 (1983): 36-39.

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**APPENDIX B**

**GRADUATES, BY DEGREE**
**1978/79 to 1983/84**

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| | Ph.D. | Ed.D. | M.A. | M.Ed. |
|---|---|---|---|---|
| 1978-79 | 56 | 19 | 41 | 625 |
| 1979-80 | 47 | 21 | 36 | 615 |
| 1980-81 | 60 | 17 | 53 | 616 |
| 1981-82 | 62 | 36 | 27 | 646 |
| 1982-83 | 43 | 45 | 43 | 584 |
| 1983-84 | 42 | 36 | 42 | 469 |

## APPENDIX C

## STUDENTS AND ENROLMENT

TABLE 1
Enrolment 1978/79 to 1983/84

| | 1978/79 | 1979/80 | 1980/81 | 1981/82 | 1982/83 | 1983/84 |
|---|---|---|---|---|---|---|
| Regular Session:* | | | | | | |
| Full-time Students | 624 | 632 | 680 | 660 | 638 | 614 |
| Part-time Students | 1892 | 1956 | 1823 | 1655 | 1564 | 1552 |
| Summer Session** | 1256 | 1286 | 1279 | 1193 | 1101 | 1015 |

*The figures show enrolments as of November 1 in accordance with current practice in Ontario universities. In all cases, students enrolled in the second term only are not included.

**There is an overlap of about 70% between registrants in the summer session and in the regular academic year.

TABLE 2
Students Classified by Program of Registration 1983/84

| Degree | Full-Time | | Part-Time | | |
|---|---|---|---|---|---|
| Ph.D. | 266 | (268)* | 72 | (86)* | Post-program (thesis) |
| Ed.D. | 133 | (126) | 203 | (205) | |
| M.A. | 84 | (103) | 103 | (90) | |
| M.Ed. | 122 | (132) | 1085 | (1100) | |
| Non-degree | 4 | (5) | 64 | (70) | |
| Certificate | 5 | (4) | 22 | (13) | |
| Diploma | | | 3 | (0) | |
| TOTAL | 614 | (638) | 1552 | (1564) | |

*Figures in parentheses are for 1982/83

**APPENDIX D**

**PROJECTS FUNDED BY ONTARIO MINISTRY OF EDUCATION TRANSFER GRANT**
**May 1, 1983 - April 30, 1984**

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Accommodation, Policy and Survival: Higher Education in the Late Twentieth Century

An Alternate Model for Student and Program Assessment

Analysis of Scorer Behaviour in Holistically Scored Written Compositions

Canadian Women's History: Materials and Methodology

Children's Competence with Metalinguistic and Metacognitive Expressions

A Cognitive-Developmental Approach to the Teaching of Teachers

A Comparison of Direct Instruction and the Tomatis Method of Neural Training in the Treatment of Developmental Learning Disabilities

The Curriculum Processes Centre: Dissemination of Curriculum Ideas and Materials

A Descriptive Study of Core French Programs: Factors Affecting Declining Enrolment at the Secondary Level

The Development and Use of LOGO-Based Computerized Learning Materials in the Classroom

English-in-the-Workplace Materials

An Examination of Item Response Patterns in a Speeded Test

The Implementation of Bill 82

Implications of the I.E.A. Second International Mathematics Study for Franco-Ontarian Schools

Individualization Program

Language Teaching Library and Dissemination Service

MECA Consulting Service

Life Skills Training Programs for the Mentally Handicapped: A Developmental Approach

Microcomputer Software for Language Arts: Survey and Analysis

Pedagogy of Writing Project

Planning to Integrate Computer Technology into the Educational Process: A Guide and Introduction to Linguistic Applications

Programs for Non-Francophones in French-Language Elementary Schools

Reading in English for Native Children

Resources on Women and Education

Second Language Maintenance at the Secondary School Level

Sentence Combining: Refinement and Development of Constructive Assessment Instruments in English: Grades 7-10

Structural and Content-Related Affective Factors that Influence Learning from School Texts

Teaching Strategies for Complex Science Objectives

Validation of Exploratory Methods for Analyzing Classroom Environment Data

**APPENDIX E**

**PROJECT FUNDED BY THE INSTITUTE**
**May 1, 1983 - April 30, 1984**

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Deriving Further Outputs Useful to Ontario from the Second International Mathematics Study

The Development of Learning Activity Packages for Small Secondary Schools

OISE Psychoeducational Clinic

Women's Educational Resources Centre

**APPENDIX F**

**PROJECTS FUNDED BY EXTERNAL AGENCIES**
**May 1, 1983 - April 30, 1984**

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THE ASSOCIATION FOR CANADIAN STUDIES
Conférences et Séminaires sur les recherches sociolinguistiques au Canada français

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
Evaluation of French Skills of Grade 6 Students in Early and Middle French Immersion Programs
Study re Ecole Publique Gabrielle Roy and the Module Francais at Jarvis Collegiate Institute

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO: MODERN LANGUAGES DEPARTMENT
Production of One French Instruction Module for Use as Supplementary Material in Grade 7 Classes

CANADIAN EDUCATION ASSOCIATION
National Study of Student Evaluation

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA)
Conference: AFRICA -- A Continent in Crisis
Liaison Service for Third World Students at OISE

CANADIAN PHARMACEUTICAL ASSOCIATION
Consultation Services of Professor L.D. McLean

CARLETON BOARD OF EDUCATION
Evaluation of $L_2$III: Elementary French Immersion

CEMCORP
ICON Project: Development and Delivery of an End User Training Program for Educational Practitioners on the Use of CEMCORP's Products

CHENEY UNIVERSITY OF PENNSYLVANIA
Usage of CAN/CAI Course Materials

DEPARTMENT OF INDIAN AND NORTHERN AFFAIRS
Reading in English for Native Children

EMPLOYMENT AND IMMIGRATION CANADA: EMPLOYMENT DEVELOPMENT BRANCH
Resources for Feminist Research (R.F.R.) 1983 Summer Canada "Internship" Program

FRONTENAC-LENNOX AND ADDINGTON COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD
Evaluation and Curriculum Changes in the Bilingual Education Programme: Year IV
Evaluation of the Bilingual Education Programme: Year V

IEA SECRETARIAT (SWEDEN)
International Coordinating Centre: Classroom Environment Study

JACKMAN FOUNDATION
Higher Education in the Late Twentieth Century

McMASTER UNIVERSITY
Steelworker Families

METROPOLITAN SEPARATE SCHOOL BOARD
Metropolitan Separate School Board Special Teachers Program: 1984

MOHAWK COLLEGE OF APPLIED ARTS & TECHNOLOGY
Mohawk College: Academic Directions

NORTH YORK BOARD OF EDUCATION
Maintenance and Usage of CAN/CAI Course Materials
Maintenance: MICRODATA

ONTARIO MINISTRY OF COLLEGES AND UNIVERSITIES
Interactive COBOL Proposal
Plans for Future Pod

ONTARIO MINISTRY OF EDUCATION: COMPUTERS IN EDUCATION PROJECT
Educational Software Conversion
Monitoring the CEM Test Phase

ONTARIO MINISTRY OF EDUCATION: LEARNING MATERIALS DEVELOPMENT PLAN
Development of a Kit for Primary Level Native Children
Development of Two ESL/History Modules for Secondary Level Students

ONTARIO MINISTRY OF EDUCATION: RESEARCH & EVALUATION BRANCH
BIMO Géographie: Southern Continents
Impact of Computers in the Classroom: Working Hypotheses and Priorities for Research
Personal Services Contract with Professor H. Goldstein
Programme for Non-French-Dominant Students in Ontario's French Language Elementary Schools

SASKATCHEWAN MINISTRY OF EDUCATION
Norming FSL (French as Second Language) Test Items

SECRETARY OF STATE: MULTICULTURALISM BRANCH
Multiculturalism and Education for Administrators and Trustees
The National Heritage Language Resource Unit
Policy Implementation Issues for Multicultural Education
The Role of French Language Schools in the Formation of French Ethnic Identity in Toronto
TESOL Summer Institute Program

SECRETARY OF STATE: WOMEN'S PROGRAM
Resources for Feminist Research (R.F.R.): Research and Documentation Program for Improving the Status of Women

ALFRED P. SLOAN FOUNDATION
Addendum: Pedagogy of Writing Project

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA
Addendum. King Coal's Men: A Tyneside Mining Community before the First Industrial Revolution
La classe et son environnement: Etude des écoles franco-ontariennes - Year II
Conference on Canadian Research in Early Education
Development of Bilingual Proficiency: Year III
The Development of Policy and Research Projections for Computers in Education: A Comparative Ethnography
Early Childhood Development and Primary Reading
Economic Models of School Board Expenditure
Evolution du français parlé à Welland
Feasibility Study of National Heritage Language Resource Centre Options
Fifth Conference on Workers and Their Communities
General Research (Travel) Grant
Learning to Understand the World of Work and Its Relationship to Self and Society: Year II
LOGO Software Development
Pedagogical and Interactional Functions of Reading Lesson Formats
Public Attitudes toward Education in Canada
Research on Home and Extra-Home Influences on Pre-Primary and Primary Children
Science Education in Canada: Policy and Practice
Science, Society and Non-Academic Student: Phase II
Teacher's Practical Knowledge: Year III
Teacher's Practical Knowledge: Year IV

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA: RESEARCH COMMUNICATIONS DIVISION
The Representation of Cognitive Structure (Conference)
Ontario Historical Textbooks Project

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA: STRATEGIC GRANTS PROGRAM
Federal Unemployment Insurance Policy Regarding Women Workers in Canada
Women's Organizations: An Historical Perspective (Conference)

SVO (NETHERLANDS) FOUNDATION FOR EDUCATIONAL RESEARCH
IEA Project: The Language of Instruction

TORONTO INSTITUTE OF HUMAN RELATIONS
Development of Training Materials in the Area of Family Therapy

**APPENDIX G**

**ONTARIO MINISTRY OF EDUCATION**
**TRANSFER GRANT PRIORITY AREAS**
**For 1983-84**

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| | |
|---|---|
| Priority Area 1: | Projects concerned with the Improvement of Teaching and Learning |
| | (a) The Teaching and Learning Process |
| | (b) Procedures and Materials for Implementation of Programs of Improvement in School Curriculum and Instruction |
| Priority Area 2: | Research Services, Interpretation and Dissemination of Research Findings |
| Priority Area 3: | Development of Support and Methodological Materials for ESL (English as a Second Language) -- including anglais, FSL (French as a Second Language) and Heritage Languages |
| Priority Area 4: | Projects Related to Student and Program Assessment |
| Priority Area 5: | Projects to Assist Local School Boards in the Area of Special Education |
| Priority Area 6: | Projects Which Identify and Assist with Special Needs of French Language Schools and French Language Units of Instruction |
| Priority Area 7: | Projects Related to the Nature and Needs of School Leavers and Graduates at All Levels |
| Priority Area 8: | Projects Which Assist Agencies such as School Boards Engaged in Adult and Continuing Education in Meeting the Educational Needs of Adults |

**APPENDIX H**

**OISE PRESS PUBLICATIONS**
**May 1, 1983 - April 30, 1984**

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**Formal Publications**

Canadian Women on the Move 1867-1920 (co-published with New Hogtown Press) edited by Beth Light & Joy Parr

A Consumer's Guide to Bill 82 (Occasional Series #22) by Anne Keeton-Wilson

Easy Math (7 Student Workbooks and a Researcher's Guide) by Alison Dewsbury

A Handbook for ESL Literacy (co-published with Modder & Stoughton) by Jill Bell and Barbara Burnaby

Le Journal: Une Introduction (French Language Module) by Joyce Scane and Rebecca Ullman

Le Journal et L'Evenement (French Language Module) by Rebecca Ullmann, L. Valois Davis & Joyce Scane

Let's Go Riding in the Car (ESL Social Science kit) by Peter Carber & Jean Howard

A Social Interactional Approach to Counselling Psychotherapy (Monograph Series #6) by Clifford Christensen & Larry Pass

**Informal Publications**

Assessment in English: Adapting OAIP to the Classroom (Informal Series #56) by Peter Evans

Classification of Living Things: A Teacher's Manual for General Level Program Development, Junior High School (Science and Society Series, Informal Series #55) by Douglas Roberts, R. Mundangepfupfu & Allen M. McKinnon

Developing an Approach to Reading in ESL (ESL Professional Development Module) by Jill Bell, Barbara Burnaby & Jane Love

Developing Listening Comprehension Skills in ESL (ESL Professional Development Module) by Jill Bell, Barbara Burnaby & Jane Love

Looking at Language in ESL (ESL Professional Development Module) by Jill Bell, Barbara Burnaby & Jane Love

Selecting School Administrators (Informal Series #54) by Donald Musella

The Independence of the University and the Funding of the State: Essays on Academic Freedom in Canada (Informal Series #57) edited by Ian Winchester

The Socio-Cultural Component of ESL (ESL Professional Development Module) by Jill Bell, Barbara Burnaby & Jane Love

The Sun as a Renewable Energy Source: Learning Materials for Grades 7-10 (Informal Series #52) by Anthony Smith

Teachers' Notes: Wood as a Renewable Energy Source: The Sun as a Renewable Energy Source (Informal Series #53) by Anthony Smith

Teaching English Pronunciation to Speakers of Other Languages (ESL Professional Development Module) by Jill Bell, Barbara Burnaby & Jane Love

Teaching Speaking Skills in ESL (ESL Professional Development Module) by Jill Bell, Barbara Burnaby and Jane Love

Teaching Writing Skills in ESL (ESL Professional Development Module) by Jill Bell, Barbara Burnaby and Jane Love

**Journals**

Interchange 14/2, 14/3, 14/4-15/1 (Double Issue)

Orbit 67, 69, 70

**Periodicals**

Fun With Mathematics 8 issues

Ethics in Education 8 issues

**Institutional Publications**

OISE Bulletin 1984-85

OISE Press Catalogue 1984

OISE Press Fall Supplement

News & Notes June, October, December, March

**APPENDIX I**

**OISE CONFERENCES/WORKSHOPS**
**May 1, 1983 - April 30, 1984**

(Figures in brackets indicate number of delegates)

| Event | Sponsors | |
|---|---|---|
| | Internal | External |
| 10th Annual Conference of the Canadian Association for Music Therapy - Passageways to Well Being, May 5-7/1983 (169) | OISE | Canadian Association for Music Therapy |
| 2nd International Conference on Nonverbal Behavior: An Inter-cultural Perspective, May 16-18/1983 (110) | Applied Psychology | |
| Philanthropy Forum - Corporate Giving, May 24/1983 (179) | OISE | The Canadian Centre for Philanthropy, Co-sponsored by: The Council for Business and The Arts in Canada and OISE |
| 3rd Mental Health and Deafness Conference, May 26-27/1983 (201) | OISE | Ontario Ministry of Health, and Sir James Whitney School of the Future |
| Philanthropy Forum - New Federal Tax Proposals for Charities: Their Impact and Effect, June 15/1983 (346) | OISE | The Canadian Centre for Philanthropy |
| Research and Practice in Adult Education (CASAE/ACEEA), June 21-22/1983 (91) | Adult Education | Canadian Association for the Study of Adult Education (CASAE/ACEEA) |
| Psychosynthesis in the Helping Professions: Now and for the Future, June 29 - July 2/1983 (349) | Applied Psychology | |
| 1st International Congress on Pre- and Peri-Natal Psychology July 8-10/1983 (483) | Applied Psychology | The Lamaze Association of Ontario |

| Event | Sponsors | |
|---|---|---|
| | Internal | External |
| The Fifth TESOL Summer Meeting, July 21-23/1983 (211) | OISE | Teachers of English to Speakers of Other Languages (TESOL) |
| Philanthropy Forum - Proposal Writing, September 27/1983 (53) | OISE | The Canadian Centre for Philanthropy |
| The Visible Minority Woman - A Conference on Racism, Sexism and Work, September 30 - October 2/1983 (339) | OISE | Ontario Ministry of Labour and The Ontario Women's Bureau |
| Ontario Speech and Hearing Association, October 26-29/1983 (235) | OISE | Ontario Speech and Hearing Association |
| OACC Annual Meeting: The Correctional Problem, November 4-5 /1983 (78) | OISE | The Ontario Association of Corrections and Criminology (affiliated with Canadian Association for the Prevention of Crime) |
| 4th Annual Canadian National Conference on Philanthropy - Moving Ahead, November 8-11/1983 (365) | Adult Education<br>OISE | The Canadian Centre for Philanthropy |
| Drama and Learning Research Symposium November 25-27/1983 (100) | OISE | Children's Theatre Association of America |
| Philanthropy Forum - Relating to Government, November 29/1983 (26) | OISE | The Canadian Centre for Philanthropy |
| Intelligent Testing with the W.I.S.C.-R and the K.A.B.C., January 14/1984 (416) | OISE | Ontario Psychological Association Section on Psychology in Education (SECPE) in cooperation with PSYCAN |
| 14th Annual Basic/Modified Mathematics Conference, February 3/1984 (216) | OISE | Ontario Mathematics Coordinators' Association, Board of Education for the City of Toronto |

| Event | Sponsors | |
|---|---|---|
| | Internal | External |
| The Symposium on Media Violence and Pornography, February 5/1984 (616) | | Action Group on Media Pornography, Canadian Coalition Against Violent Entertainment and the National Coalition on Television Violence |
| (LLOOP) Leadership in Learning Options for Older People - Leisure and Learning in Later Years, February 8, 1984 (53) | Adult Education | Ontario Ministry of Tourism and Recreation |
| Ontario Modern Language Teachers' Association - In Touch with Reality March 1-3/1984 (1700) | Modern Language Centre OISE | Ontario Modern Language Teachers' Association |
| Young Offenders Act, March 21-24/1984 and March 28-31/1984 (299) | | Ministry of Attorney General for the Province OF Ontario |
| Philanthropy Forum - Direct Mail - The Canadian Experience, March 27/1984 (45) | OISE | The Canadian Centre for Philanthropy |
| Philanthropy Forum - People Power, April 24/1984 (31) | OISE | The Canadian Centre for Philanthropy |
| Educational Computing Organization of Ontario (ECOO) - Beyond the Silicon School . . . Building Tomorrow Today, April 25-28/1984 (1800) | MECA OISE | Educational Computing Organization of Ontario |

**APPENDIX J**

**VISITING PROFESSORS, SCHOLARS, EDUCATORS, 1983/84**

| Unit | Name | Designation | Home Institution |
|---|---|---|---|
| Adult Education | Prof. Clara Machado | Visiting Educator | Ministry of Education, Bogata, Columbia |
| Adult Education | Dr. Francisco Vio Grossi | Visiting Educator | Latin American Council for Adult Education and Simon Rodriguez University, Santiago, Chile |
| Centre for Women's Studies in Education | Dr. Rosemary Seymour | Visiting Scholar | University of Aikato, New Zealand |
| Centre for Women's Studies in Education | Dr. Alison Zainu'ddin | Visiting Scholar | Monash University, Clayton, Australia |
| Centre for Women's Studies in Education | Dr. K. Wrightson | Visiting Professor | University of St. Andrews, Edinburgh, Scotland |
| Curriculum | Dr. Hanna J. Arzi | Visiting Professor | Weizmann Institute of Science, Rehovot, Israel |
| Curriculum | Dr. Robert Crocker | Visiting Professor | Memorial University of Newfoundland St. John's, Newfoundland |
| Educational Administration | Dr. Haim Gaziel | Visiting Scholar | Bar-Ilan University, Ramat Gan, Israel |
| Educational Administration | Dr. Earl E. Newton | Visiting Scholar | University of Saskatchewan, Saskatoon, Saskatchewan |
| Educational Administration | Mr. Wang Xiang | Visiting Educator | Beijing Foreign Languages Institute, People's Republic of China |
| Educational Administration | Mr. E. Xuewen | Visiting Educator | Beijing Foreign Languages Institute People's Republic of China |
| Educational Administration | Mr. Emerson Lavendar | Visiting Educator | Retired Ontario educator |
| Higher Education Group | Dr. Deanne Bogdan | Visiting Scholar | York University, Toronto |
| History & Philosophy | Prof. Ljiljana Miocinovic | Visiting Scholar | Institute for Educational Research Belgrade, Yugoslavia |
| History & Philosophy | Dr. Robert Wilkins | Visiting Scholar | Western Australia Institute of Technology |
| History & Philosophy | Dr. Richard J.W. Selleck | Visiting Scholar | Monash University, Clayton, Australia |

| Unit | Name | Designation | Home Institution |
|---|---|---|---|
| MECA | Dr. Peter Choo Piang Fong | Visiting Post-Doctoral Fellow | School of Educational Studies, Universiti Sains Malaysia, Penang, Malaysia |
| Modern Language Centre | Dr. Nelson Berkoff | Visiting Scholar | The Hebrew University of Jerusalem, Israel |
| Modern Language Centre | Dr. Anna Kwan-Terry | Visiting Scholar | National University of Singapore |
| Sociology in Education | Dr. Ann Hall | Visiting Professor | University of Alberta, Edmonton |
| Sociology in Education | Prof. Liv Mjelde | Visiting Scholar | Institute for Vocational Education of Teachers, Oslo, Norway |
| Sociology in Education | Dr. Robin Small | Visiting Scholar | Monash University, Clayton, Australia |

APPENDIX K

FINANCIAL STATEMENTS
May 1, 1983 - April 30, 1984

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# THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

## FINANCIAL STATEMENTS

## FOR THE YEAR ENDED APRIL 30, 1984

ALLEN, MILES, FOX & JOHNSTON
CHARTERED ACCOUNTANTS

SUITE 900
130 ADELAIDE STREET WEST
TORONTO, CANADA M5H 3E8

TELEPHONE (416) 862-8801
TELEX 065-24534

## Auditors' Report

To the Board of Governors of
The Ontario Institute for Studies in Education

We have examined the balance sheet of The Ontario Institute for Studies in Education as at April 30, 1984 and the statements of operations, unappropriated surplus, reserve for future pension liabilities, reserve for revenue stabilization, reserve for equipment replacement, investment in fixed assets and changes in restricted funds for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion these financial statements present fairly the financial position of the Institute as at April 30, 1984 and the results of its operations for the year then ended in accordance with the basis of accounting described in Note 1 to the financial statements applied on a basis consistent with that of the preceding year.

Toronto, Canada
June 15, 1984

Allen Miles Fox Johnston
Chartered Accountants

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
Established by an Act of the Legislative Assembly of the Province of Ontario

BALANCE SHEET AS AT APRIL 30, 1984

| | 1984 ($000) | 1983 ($000) |
|---|---|---|
| **ASSETS** | | |
| **Operating** | | |
| Current | | |
| Cash and deposit receipts | $ - | $ 58 |
| Short-term investments | 5,524 | 4,221 |
| Accounts receivable | 1,243 | 663 |
| Publications inventory | 289 | 200 |
| Prepaid expenses | 141 | 138 |
| | 7,197 | 5,280 |
| Plant | | |
| Land and building (note 1) | 19,214 | 19,214 |
| Furniture and equipment | 5,489 | 5,586 |
| Library books | 2,781 | 2,475 |
| | 27,484 | 27,275 |
| | $ 34,681 | $ 32,555 |
| **LIABILITIES** | | |
| **Operating** | | |
| Current | | |
| Bank indebtedness | $ 187 | $ - |
| Accounts payable and accrued liabilities | 1,413 | 1,498 |
| Deferred revenue | 1,427 | 995 |
| | 3,027 | 2,493 |
| Surplus | | |
| Unappropriated surplus | 1,883 | 829 |
| Reserve for future pension liabilities | 315 | 243 |
| Reserve for revenue stabilization | 1,671 | 1,523 |
| Reserve for equipment replacement | 147 | 124 |
| | 4,016 | 2,719 |
| **Restricted** | | |
| Fund balances (note 1) | 154 | 68 |
| **Plant** | | |
| Capital portion of future building payments (note 1) | 8,997 | 9,544 |
| Investment in fixed assets | 18,487 | 17,731 |
| | 27,484 | 27,275 |
| | $ 34,681 | $ 32,555 |

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

STATEMENT OF OPERATIONS
FOR THE YEAR ENDED APRIL 30, 1984

| | 1984 ($000) | 1983 ($000) |
|---|---|---|
| **Revenue** | | |
| Province of Ontario Grants: | | |
| Ministry of Colleges and Universities | $ 15,650 | $ 14,844 |
| Ministry of Education | 1,967 | 1,874 |
| Building occupancy | 3,280 | 3,231 |
| Sponsored research | 2,622 | 2,848 |
| Tuition fees | 1,387 | 1,331 |
| Rentals | 537 | 440 |
| Workshops and conferences | 109 | 49 |
| Other | 1,690 | 1,797 |
| | 27,242 | 26,414 |
| **Expenditure** | | |
| Graduate instruction | 9,194 | 8,642 |
| Research and field development | 4,997 | 4,949 |
| Sponsored research | 2,620 | 2,859 |
| Physical plant | 4,311 | 4,190 |
| Library | 1,448 | 1,327 |
| Computing | 521 | 506 |
| Media services | 123 | 107 |
| Publications | 869 | 819 |
| Workshops and conferences | 118 | 136 |
| Administration and general | 1,440 | 1,363 |
| | 25,641 | 24,898 |
| **Excess of revenue over expenditure before the following:** | 1,601 | 1,516 |
| Transfer to reserve for equipment replacement | 265 | - |
| Transfer to restricted funds | 36 | 5 |
| Transfer to reserve for future pension liabilities | 48 | - |
| | 349 | 5 |
| **Excess of revenue over expenditure** | $ 1,252 | $ 1,511 |

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

## STATEMENT OF UNAPPROPRIATED SURPLUS
## FOR THE YEAR ENDED APRIL 30, 1984

| | 1984 ($000) | 1983 ($000) |
|---|---|---|
| Balance, beginning of year | $ 829 | $ 200 |
| Excess of revenue over expenditure | 1,252 | 1,511 |
| | 2,081 | 1,711 |
| Transfer to following: | | |
| Reserve for future pension liabilities | 24 | 29 |
| Reserve for revenue stabilization | 148 | 853 |
| Reserve for equipment replacement | 10 | - |
| Restricted funds | 16 | - |
| | 198 | 882 |
| Balance, end of year | $ 1,883 | $ 829 |

## STATEMENT OF RESERVE FOR FUTURE PENSION LIABILITIES
## FOR THE YEAR ENDED APRIL 30, 1984

| | 1984 ($000) | 1983 ($000) |
|---|---|---|
| Balance, beginning of year | $ 243 | $ 214 |
| Transfer from operations | 48 | - |
| Transfer from unappropriated surplus | 24 | 29 |
| Balance, end of year | $ 315 | $ 243 |

## STATEMENT OF RESERVE FOR REVENUE STABILIZATION
## FOR THE YEAR ENDED APRIL 30, 1984

| | 1984 ($000) | 1983 ($000) |
|---|---|---|
| Balance, beginning of year | $ 1,523 | $ 670 |
| Transfer from unappropriated surplus | 148 | 853 |
| Balance, end of year | $ 1,671 | $ 1,523 |

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

STATEMENT OF RESERVE FOR EQUIPMENT REPLACEMENT
FOR THE YEAR ENDED APRIL 30, 1984

| | 1984 ($000) | 1983 ($000) |
|---|---|---|
| Balance, beginning of year | $ 124 | $ 692 |
| Transfer from operations | 265 | - |
| Transfer from unappropriated surplus | 10 | - |
| | 399 | 692 |
| Equipment and related expenditures | 252 | 568 |
| Balance, end of year | $ 147 | $ 124 |

STATEMENT OF INVESTMENT IN FIXED ASSETS
FOR THE YEAR ENDED APRIL 30, 1984

| | 1984 ($000) | 1983 ($000) |
|---|---|---|
| Balance, beginning of year | $ 17,731 | $ 16,042 |
| Additions: | | |
| Plant expenditures - net | 756 | 1,689 |
| Balance, end of year | $ 18,487 | $ 17,731 |

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

STATEMENT OF CHANGES IN RESTRICTED FUNDS
FOR THE YEAR ENDED APRIL 30, 1984

| | 1984 ($000) | 1983 ($000) |
|---|---|---|
| Revenue | | |
| Gifts | 32 | 11 |
| Investment income | 9 | 7 |
| Transfer from operations | 36 | 5 |
| Transfer from unappropriated surplus | 16 | - |
| | 93 | 23 |
| Expenditures | 7 | 7 |
| | 86 | 16 |
| Balance, beginning of year | 68 | 52 |
| Balance, end of year | $ 154 | $ 68 |

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

NOTES TO FINANCIAL STATEMENTS
APRIL 30, 1984

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Accrual Basis

In accordance with generally accepted accounting principles for educational institutions, the Institute follows the accrual basis of accounting.

B. Fixed Assets

Fixed assets are stated at cost. It is the policy of the Institute to charge to operations, the net cost of additions in the year of expenditure other than those additions charged to the Reserve for Equipment Replacement.

The Institute's building at 252 Bloor Street West, Toronto, is held under a lease/purchase agreement requiring annual payments of approximately $2,200,000 over a 30-year term expiring October, 2000. In accordance with generally accepted accounting principles, the building and related obligations have been included in the balance sheet at the discounted value of future lease payments exclusive of the portion attributable to interest and maintenance costs.

The Province of Ontario has agreed to transfer the land on which the building is situated to the Institute upon the satisfaction of certain conditions. The land presently reflected in the balance sheet is additional property adjacent to the building site.

C. Inventories

Inventories are valued at cost which is determined by the first-in, first-out method.

D. Investments

Investments are stated at cost.

E. Deferred Revenue

It is the Institute's policy to defer the unexpended portion of sponsored research grants or contracts which have not been completed at the end of the fiscal year or which apply to the subsequent year.

F. Pension Plan

The Institute has a pension plan covering substantially all of its staff. The Institute's policy is to fund and expense current pension costs as recommended in the triennial actuarial review.

G. Restricted Funds

The restricted funds have been established to account for assets available to meet expenses as specified by their contributors or, in the case of internal transfers of funds, as specified by The Institute.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

NOTES TO FINANCIAL STATEMENTS
APRIL 30, 1984

2. PENSION PLAN

The triennial actuarial review in the 1983/84 fiscal year disclosed that there was no unfunded liability.

3. CONTINGENT LIABILITIES

The Institute guarantees bank loans to staff members for housing. At April 30, 1984, the amount of the loans guaranteed was $53,209 against which the Institute holds mortgages as collateral security.

4. COMPARATIVE FIGURES

Certain figures for 1983 have been reclassified for comparative purposes to correspond with the classification adopted in 1984.

5. INFLATION RESTRAINT ACT, 1982

During the year ended April 30, 1984, The Institute has complied in all material respects with the requirements of the Inflation Restraint Act of Ontario which became effective on September 21, 1982. This Act provides for the restraint of compensation in the public sector of Ontario and the monitoring of inflationary conditions in the province's economy.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

SCHEDULE OF EXPENDITURE INCLUDED IN THE STATEMENT OF OPERATIONS
FOR THE YEAR ENDED APRIL 30, 1984
($000)

| | Remuneration | Occupancy | Supplies Printing Postage | Telephone and Telecomm. | Data Services | Equipment rental & maintenance | Travel | Plant | Other | Total 1984 | Total 1983 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Graduate instruction | 8,113 | | 215 | 68 | 23 | 4 | 80 | 4 | 687 | 9,194 | 8,642 |
| Research & field development | 4,642 | | 168 | 54 | 8 | 5 | 110 | 26 | ( 16) | 4,997 | 4,949 |
| Sponsored research | 1,742 | | 177 | 22 | 105 | 16 | 128 | 50 | 380 | 2,620 | 2,859 |
| Physical plant | 416 | 3,034 | 20 | 96 | | 50 | | 693 | 2 | 4,311 | 4,190 |
| Library | 1,050 | | 55 | 7 | 34 | 1 | 1 | 311 | ( 11) | 1,448 | 1,327 |
| Computing | 395 | | 44 | 15 | 31 | 45 | 1 | 6 | ( 16) | 521 | 506 |
| Media services | 116 | | 3 | 1 | | 1 | | 2 | | 123 | 107 |
| Publications | 543 | | 266 | 6 | 5 | 4 | 1 | 3 | 41 | 869 | 819 |
| Workshops & conferences | 109 | | 7 | 1 | | | 1 | | | 118 | 136 |
| Administration & general | 1,354 | | (130) | 12 | 1 | 80 | 36 | 1 | 86 | 1,440 | 1,363 |
| | 18,480 | 3,034 | 825 | 282 | 207 | 206 | 358 | 1,096 | 1,153 | 25,641 | 24,898 |